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in

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SUMMARY REPORT

of a Special Training Course in
"PUBLIC ADMINISTRATION IN AGRICULTURAL DEVELOPMENT"

Sponsored jointly by

Agency for International Development
United States Department of Agriculture
University of Wisconsin

June 20 - July 8, 1966

Prepared by

The Participants, Nancy Ford and P. F. Aylesworth

Foreign Training Division
International Agricultural Development Service
United States Department of Agriculture
Washington, D. C. 20250

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INTRODUCTION

This special course, "Public Administration in Agricultural Development", was started in 1955 when it became apparent that the major limiting factors in agricultural development included administrative problems as well as technical ones. Administrative problems in each country are so great and acute it seemed urgent that a compact training opportunity be arranged for agricultural administrators.

Visiting officials selected for participation are men with substantial administrative responsibility in their governments. The course has been conducted yearly for the past 11 years. During that period, 176 agricultural administrators from 47 countries have received training. In 1966 ten participants from eight countries took part in this course.

Objective:

The purpose of this special training course is to provide better understanding of the concepts and theory underlying administration, and the application of these concepts to agricultural development. The focus is on the administrative job, demands and requirements; the administrator's role in policy formation and decision making; and, skills and ways to improve administrative performance.

Organization of the Course:

A combination of methods is employed to achieve the objectives.

1. Lectures (concepts, ideas). These are presented by persons knowledgeable and experienced in their respective fields. Periods up to an hour are scheduled for each lecture.
2. Group discussion. Periods up to 30 minutes follow each lecture.
3. Note taking and reporting. Note taking is a part of the learning process.
4. Reference readings. Readings are assigned from applicable literature and short reports are given to the group by the participants. Time is set aside for reading.
5. Group work (exercise, case studies). Considerable emphasis is placed on group work to insure maximum involvement consistent with research re the learning process--"We learn most effectively from experience or by doing." In other words, "Telling isn't teaching." Each subject area includes group work.
6. Consultations. Opportunity to consult with the teaching staff and other course participants is provided.

Plan of Operation:

1. Study of concepts, aspects, elements or principles of administration and their practical application to agricultural development.
2. Review of reference readings. Develop notes from these and the lectures.
3. Exchange of viewpoints in identifying and solving administrative problems.
4. Practice decision making and problem solving in workshop groups.
5. Summarize each presentation for publication in a report.

EVALUATION AND RECOMMENDATIONS

The purpose of the evaluation of this course was to obtain each participant's opinion of the job relatedness, usefulness and progress toward achieving the objectives of this special course. Also, to provide clues as to interest in various topics presented. Results of the evaluation provide a helpful guide in planning future programs. Evaluation questionnaires completed by each participant were summarized and the results presented to the group as a basis for discussion. The sharing of experiences by members of the group also provided helpful recommendations for future courses.

Values Emphasized:

"The course gave me much more confidence in ideas I had already."

"The course helped us to assess what we know about administration and discover areas where we can make improvements in our administration. It was a good introduction to program administration of agricultural institutions."

"Provision of a suitable structure and adequate vehicle for implementing and carrying out the benefits derived from technical training."

Follow-up plans:

Development of similar training programs in home countries of the participants for both senior and junior executives.

Use of administrative principles studied here in participant's administrative jobs. Sharing knowledge gained with colleagues and subordinates.

Study of employee satisfiers and dissatisfiers in their home countries.

Recommendations:

There was general agreement that the objectives of this course had been achieved and that case studies and group discussions were the most valuable aspects of the course. It was suggested more time be devoted to practical aspects of public administration and that more time be provided for reading and studying reference materials.

Participants also expressed a desire for more emphasis to be placed on policy formation and comparative administrative environment studies. They felt that lectures and questions brought out clearly and concisely the main principles of administration.

Participants recommended the course be lengthened to four or five weeks, instead of the three weeks used this year. More time is needed for in-depth study.

SUMMARIES

of

LECTURES, DISCUSSIONS & CASE STUDIES

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IMPORTANCE OF PUBLIC ADMINISTRATION

P. F. Aylesworth

A. What is Administration:

1. In its broadest sense administration is a planned approach to the solving of problems in almost every individual or group activity--both public and private.
2. In its simplest form administration is the work activity of any organization--the work flow or process which a group does.
3. Public Administration is usually associated with activities in the executive branch, as opposed to legislative or judicial branches.
4. It is securing effective contribution through leadership towards an objective.
 - a. Administration may be defined simply as getting things done with and through people.
 - b. The ultimate source of good administration lies not in the knowledge of machines, but in the knowledge of people and their motivations.
5. Administration is both a science and an art.
 - a. Out of the scientific approach comes a concept of principles.

B. Why Study Public Administration:

1. To do something about the allocation of resources.
 - a. To determine the priority of projects.
 - b. To allocate resources in the best interests of society.
2. Increasing importance of public administration.
 - a. Growth of a nation:
 1. Population growth has increased pressure on the food supply.
 2. With growth came increased complexity of social and economic problems and the need for increased education.
 3. Growth increased the need for centralization and structure and increased the role of government.
 - b. Developing countries--Meager resources in terms of demands call for the most effective and efficient methods possible. In other words, to find ways to improve the administrative process. This is particularly true in the agricultural sector.

ELEMENTS OF ADMINISTRATION

P. F. Aylesworth

A. Introduction

1. Public Administration embodies a team approach--a theme of cooperation and people working together.
2. Administration is concerned with the what and how.
 - a. What--subject matter, technical knowledge.
 - b. How--techniques, principles.
3. The essence of good administration is the ability to get things done well and economically without doing them yourself.
 - a. An administrator must plan, weld together an organization, and direct his staff.
4. A principle is a guide which has general application--it provides a basis for action. It is a generalization based upon facts and upon elements of likeness common to a number of situations; a fundamental truth or doctrine.

B. Theories of Administration

1. Scientific Management--Frederick W. Taylor. Organization of work, planning, training, and supervision.
2. Traditional--Luther Gulick. Major duties of the administrator are:
 - a. Planning--what is to be done and by what method
 - b. Organizing--arranging work in a structural system
 - c. Staffing--providing human resources
 - d. Directing--decision-making; assigning responsibility
 - e. Coordinating--inter-relating work divisions
 - f. Reporting--providing pertinent information
 - g. Budgeting--providing funds
 - h. The duties of Relationships and Evaluation may also be added.
3. Fusion Process--It is the job of the administrator to fuse together the frequently antagonistic goals and objectives of individuals and the organization.
4. Decision-Making Process--A major activity of an administrator is to accept responsibility for decision-making and to create a process so that workers have a part in it.

C. Administrative Application

1. These elements are not static in a progressive society. Many administrative procedures of the past are not applicable to modern situations and require adjustments to fit specific and changing situations.

THE ADMINISTRATIVE JOB

Quentin R. Verdier

- A. The concept of administrative theory, as developed by David Brown, arose from a building upon and from Fayol's Industrial Management theory and Gulick's divisional theory. Brown's theory gave an up-to-date framework for viewing the administrator's job. Brown conceived of administration as an on-going process with no beginning and no end--it is a continuum.
- B. Characteristics and skills of an administrator as brought out in the lecture and reports on reference readings:
1. Technical--a general understanding and proficiency in a specific kind of activity.
 2. Human--ability to work effectively as a group member and to build cooperative effort within the team he leads.
 3. Conceptual--ability to see the organization as a whole and to look ahead and visualize.
 4. Creative thinking to diagnose problems, evaluate alternative solutions, and make the right decisions.
 5. Ability to distinguish between important and unimportant problems.
 6. Ability to create a climate that encourages creativity in others.
 7. Ability to let staff make decisions without interfering.
 8. Ability to motivate people and communicate with them.
 9. Flexibility.
- C. Responsibilities of the administrator as brought out in the lecture and reports on reference readings:
1. To see that goals are established, defined and met.
 2. To delegate some authority and responsibility.
 3. To evaluate and to plan.
 4. To establish priorities.
 5. To focus attention on contributions and results.
 6. To concentrate work on a small number of tasks and make sure these are completed.
 7. To know when to abandon out-dated projects and methods, and when to innovate.
 8. To create an environment--a favorable situation--to enable people to perform with maximum effectiveness and to achieve the overall goals of the organization.
 9. To maintain relationships with key officials.
 10. To see that people are in the right jobs.
 11. To carry out tasks in administration--striving to get funds and control of spending; searching for staff; settling problems and briefing higher officials on potential problems; keeping communications effective with staff and higher officials.

DECISION MAKING IN ADMINISTRATION

John Hunger

A. Steps in Decision Making:

1. Clarification of problem
2. Research or fact-finding
3. Identification of alternatives
4. Evaluation of considerations
5. Selection between alternatives
6. Final decision
7. Implementing decision
8. Follow-up

B. Dimensions of Decision Making:

1. The importance of the decision to your agency.
2. What effect will the problem have on the agency's work, purpose, and goals.. Not only the present, but also the future.
3. The origin of the problem.
4. Flow of information within the agency.
5. Time
6. Way in which the problem is phrased. Administrators frequently confuse cause and effect.
7. Individual or organization's prestige; status.
8. Resources available
9. Sense of responsibility
10. Knowledge
11. Rules and regulations

C. Routine decisions are easier to make. An administrator should attempt to make all problems routine. They are based on:

1. Assigned responsibilities
2. Precedent or past experience (habitual)
3. Standard operating procedure
4. Established method of dealing with specific problems
5. Past experience

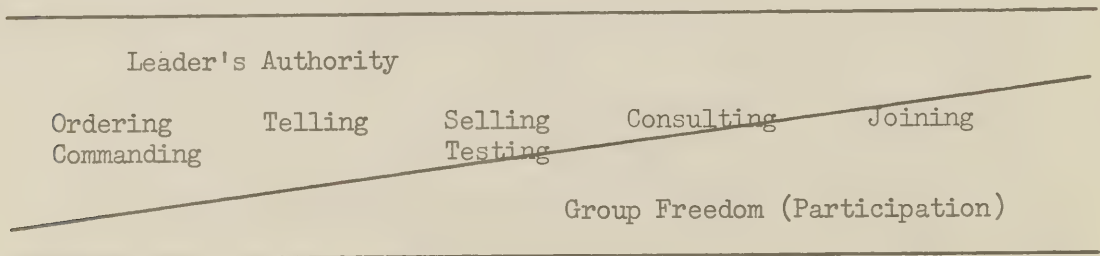
D. An administrator must use judgement and intuition on infrequent-critical decisions:

1. An infrequent problem should be treated as a critical problem needing judgement, knowledge, facts, resources, etc.
2. It will probably result in changed work assignments and adjustments.
3. The goals or purpose of an organization may be changed.

ADMINISTRATIVE LEADERSHIP

Walter BJORAKER and Burton KREITLOW

- A. Until 25 years ago research was based on the trait theory. In the mid-30's the functional theories were developed--function of situation; group; and structure. We still lack a complete theory combining both traits and functions.
- B. Principles for Leadership.
1. Formal organizational flexibility.
 2. Recognition of natural sub-groupings.
 3. Humanization.
 4. Freedom.
 5. Objectives in focus.
 6. Continuous appraisal and evaluation.
- C. Guidelines for Leadership.
1. Communications pattern.
 2. Appreciation that individuals are human and that all individuals are different.
 3. Looking at goals and evaluating progress is a continuous process.
 4. The best way to handle groups in order to achieve objectives is to get them involved in the process. An administrator should use the problem-solving approach; he should attempt to sell rather than to tell.
- D. Leadership in Action:



- E. Administrative Exercise (Principles do not become meaningful until they become part of a person).
1. The group was broken into five teams. Each team asked a question about a principle and answered a question about another of the principles (as outlined above).

PLANNING AND PROGRAM DEVELOPMENT

Patrick Boyle

- A. An administrator has overall responsibility for the development of the educational program.
 - 1. He must set forth and communicate:
 - a. Philosophy of program
 - b. Objectives--broad overall
 - c. Policies--to accomplish what is set forth in objectives
 - d. Procedures--to be performed
 - 2. Relate program to the needs of people.
 - a. Needs represent an imbalance, lack of adjustment, a gap between what is and what ought to be
 - b. Delineation of needs (sources)
 - 1. Learner
 - 2. Society
 - 3. Specialist
- B. The administrator is in charge of the educational process.
 - 1. Purposes of objectives:
 - a. Provide direction
 - b. Provide basis for selection of learning opportunities
 - c. Provide basis for evaluation
 - 2. There is a need for both broad and specific objectives; specific evolve from broad.
 - a. Specific ideas should include people to be taught, subject to be taught and behavioral changes expected.
 - 3. Learning experience refers to the interaction between the learner and the external conditions in the environment to which he can react. Learning takes place through the activity of the learner.
 - a. Learning experience should provide for:
 - 1. Motivation; clarity of objectives; readiness; and self activity.
 - b. Organization of learning experiences:
 - 1. Continuity
 - 2. Sequence
 - 3. Integration
- C. Evaluation is the process of determining how well you are doing compared with what you said you were going to do. It is the comparison of accomplishments with objectives.
 - 1. Learning opportunities and changes in people are two examples of types of evidence used in evaluation.

ASSEMBLING AND ORGANIZING RESOURCES

Alton Johnson

A. Approaches to the study of Administration

1. Scientific management
2. Human relations and behavioral theories
 - a. Hawthorne experiments
 - b. Interaction theories
3. Situational
4. Universal or classical school
5. Systems theories
6. Douglas McGregor's Theory X and Theory Y

B. Basic Concepts in Assembling and Organizing Resources

1. Resources needed:
 - a. Physical
 - b. Financial
 - c. Manpower
2. Assembling Resources:
 - a. Sources
 - b. Means of obtaining resources
 - c. Determining quantity needed
 - d. Compensation--paid, voluntary
3. Organizing Resources:
 - a. Planning
 - b. Organizing
 - c. Directing
 - d. Controlling

C. Specific Application

1. Stage One: Planning
 - a. Objectives of the department
 - b. Translate objectives into program
 - c. Translate program into budget
 - d. Develop the budget:
 1. Personnel, supplies, facilities, assistance
2. Stage Two: Implementation
 - a. Budget on hand
 - b. Assemble the resources--obtain
 - c. Organize resources
 - d. Coordinate and integrate
3. Stage Three: Control and Supervise
 - a. Checking
 - b. Removal of obstacles
 - c. Taking corrective action

STAFFING AND PERSONNEL DEVELOPMENT

Alton C. Johnson

A. Personnel Philosophy

1. Personnel management responsibility of all administrators and supervisors is to obtain qualified people and to develop and utilize their capacities and abilities to best meet the demands and objectives of the organization.
2. Personnel management involves the selection, development, utilization, and compensation of employees. Management is concerned with attainment of objectives of administrators and employees to the optimum satisfaction of both groups.

B. Decisions in Staffing

1. Program staffing: employment of personnel to carry out a specific program.
2. Career staffing: employment on a permanent basis.

C. Recruitment and Selection

<u>Recruitment</u> and Selection	<u>Placement</u> according to abilities	<u>Confidence</u> Orientation	<u>Development</u> On the job training	<u>Promotion</u> Selection for staffing	<u>Selection</u> Career satis- faction

1. In selecting a person for a job consider:
 - a. What the job calls for in terms of knowledge of the job and how the person is expected to perform.
 - b. Abilities, interests and opportunities expected of people.

D. Employee Development

1. Attention should be directed to the individual employees training needs. These needs may be determined by staff appraisals, informal program evaluation, surveys or inventories, job descriptions of formal program evaluations.

E. Personnel Appraisal

1. Personnel appraisal is the process of evaluating staff personnel in an orderly, systematic manner so that both present and potential contributions of each individual are ascertained. It involves judgment of people, a normal everyday activity.

DIRECTION AND COORDINATION

Gale L. Vandenberg

A. Relation of Size of Organization to Delegation and Communication.

1. Wisconsin Cooperative Extension Service as an example
2. Delegation to assistant directors
 - a. Delegation to district leaders for field operations
 1. Delegation to county chairmen
 2. Geographic
 - b. Delegation of program functions to specialists
 - c. Delegation for planning in resource development

B. Communication -- Methods

1. Personnel sessions
2. Staff conferences
 - a. County -- weekly
 - b. State -- weekly
 - c. District -- monthly
 - d. Special
3. Newsletters
4. Special mailings
5. Telephone systems
6. Plans of work -- monthly and annual
 - a. County plus agents
 - b. State plus specialists
7. Reports -- monthly and annual
 - a. Each staff member
 - b. Each county
 - c. Each program area in state
 - d. Special reports

C. Administrative Change (reorganization) -- The merged University Extension

1. Organization -- delegation
2. Reasons for merging
 - a. Coordination
 - b. Efficiency of staff resources and physical resources
 - c. Effectiveness of University as a whole -- improved services
 - d. Institutional impact

D. Coordination -- delegation -- communication in planning for community development

1. A system for citizen -- agency -- institutional and organizational coordination and effectiveness.

ROLE OF THE SUPERVISOR

Joseph Rogers

The principal role of the supervisor is that of human relations -- the action and reaction between the supervisor and his people. Supervising is getting things done through people.

A. Principles of Supervision

1. Must learn to supervise and direct efforts of subordinates
2. Must understand overall objectives of the organization; how his particular unit fits into overall objective; and be sure his people understand
3. Understand how to train people and arrange for its accomplishment
4. Learn how to communicate
5. Be able to analyze work loads
6. Plan both short and long term operations
7. Schedule work
8. Learn to improve operating efficiency
9. Learn to motivate and lead people
10. Evaluate

B. Principles of Supervision as outlined in (THE SUCCESSFUL SUPERVISOR) by William Van Dersal

1. People must understand what is expected of them
2. People must have guidance in doing their work
 - a. They must be given current information
 - b. They must be provided with specialty information
 - c. They should be aided with personality improvement
3. Good work should always be recognized. Common methods of recognition are:
 - a. Tell him
 - b. Write him a letter
 - c. Promote him
 - d. Give a bonus
 - e. Award a certificate of merit
 - f. Provide medals or awards
4. Poor work deserves constructive criticism
 - a. A man must recognize that he has a fault and not become discouraged.
 - b. The level of work will increase if a person is criticized constructively
 - c. Criticism should be private
5. People should have opportunities to show they can accept more responsibility
 - a. The supervisor must provide these opportunities equally
6. People should be encouraged and motivated to improve themselves
 - a. All development is self-development -- all the supervisor can do is provide the opportunity
7. People should work in a safe and healthy environment.

ADMINISTRATION IN RESEARCH

T. C. Byerly

A research administrator must keep up with developments in his field.

A. Mission of Agricultural Research

1. Adequate supply of food, fiber, and forest products
2. Social and economic development
3. Foreign markets

B. How does the U.S. Department of Agriculture Serve?

1. Strong intramural program within the Department
2. Strong extramural program through the state research agencies which provide for response and participation from all parts of the country
3. Research should be autonomous and responsive to mission needs and opportunities

C. Of What Does Research Management Consist?

1. Participation in planning; budgeting; evaluation; coordination
2. Accountability
 - a. Fiscal -- can best be delegated to experts
 - b. Planning -- both short and long term
 - c. Budgeting -- cost and benefit basis
 - d. Evaluation: Manager should see that it is done
 1. Quality
 2. Relevance
 3. Productivity -- "publish or perish"
 4. Impact
3. Managers plan programs although some scientists plan their own
 - a. Manager must make sure that money goes where it was intended
4. Obtain excellence
 - a. Excellence may be bought or it may be developed within his own institution
5. Coordination between scientists provides increased production

D. Priorities of Programs are established by taking into account:

1. Importance
2. Urgency
3. Feasibility of accomplishment
4. Competence

APPLICATION OF PRINCIPLES OF ADMINISTRATION IN THE EXTENSION SERVICE

John J. Harvey

Organizations may differ although they use the same administrative principles.

A. Characteristics of the Cooperative Extension Service:

1. It is Cooperative -- a joint effort on many levels. Many persons at different levels are involved in administration, finance and program planning -- no one level is autonomous. The Extension Service is not a straight line agency.
2. Extension is a highly decentralized organization operating on three levels -- federal, state and county. The largest percentage of employees are at the local level -- it is a field type of organization.
3. The Extension Service is an integral part of the land-grant university system and the U.S. Department of Agriculture system.
4. Extension is dependent on parent institutions and the USDA for supporting educational material and programs.
5. The Extension Service employs only highly trained professional staff.
6. Extension is unique in that it has one single function -- that of rendering education service -- developing and carrying out educational programs.
7. Extension is not limited to any clientele group or geographic area.
8. There is wide use of indigenous leaders -- local volunteer leaders.
9. Extension operates within a frame work provided by state and federal legislation. The basic framework which has remained essentially unchanged was established in 1914.
10. The Extension Service is flexible -- it must be able to make changes in operations and programs to meet changing needs of the people it serves.

B. Factors Effecting Organizational Structure:

1. Size of staff
2. Level of staff
3. Clientele served
4. Bases of organization
 - a. functional; geographical; clientele served
5. Objectives of the organization
6. Bases of organizational authority
 - a. Laws and administratively approved rules and regulations; authority of ideas; authority of position; and authority of situation.

ADMINISTRATION RELATED TO ENVIRONMENT

Afif Tannous

- A. The Public Administration system in any one country is the product of the culture (way of live). It is strongly related to the roots of that culture and functions best in that culture.
1. One cannot expect that what is developed in the United States of America will apply directly elsewhere or that what is developed in other countries will apply directly to the United States.
 2. Old systems of public administration are not adequate to meet the rapid development resulting from imported technology. New systems of public administration, borrowed wholesale from abroad, and imposed by authorities from above, fail to meet demands of the situation. The result is often unbalanced development, disorganization and frustration.
- B. Problems arise for public administration, and its success or failure becomes critical, when a country is in a state of change, rapidly developing its resources. The problems center around:
1. Social and economic change
 2. Technical change
 3. Spirit of national development
 4. Transition--as long as society is changing public administration must change with it.
- C. Illustrations of the basic problems are:
1. Too much effort applied to physical aspect of development.
 2. Too little attention is given to institutional (human relations) aspect of development, the core of which is effective public administration.
 3. Implementation of a merit system for the recruitment of personnel clashes with personal loyalties to friends and family.
 4. Concept of "delegation of responsibility" to personnel on various levels conflicts with traditional pattern of centralized authority in government.
 5. Participation by citizens in program planning and implementation is obstructed by the traditional gap separating the cultivators of land (farmers) from the authorities.
- D. Discussion points and conclusions:
1. During the transition period a country must concentrate on the ultimate objective; it must concentrate on the development of human resources.
 - a. Development should grow from the roots--the bottom upward.
 2. The system of culture must be understood and other systems should be blended to fit the roots of the culture and the changing conditions. No system can be adopted completely.
 3. There is virtue in establishing a pilot public administration project, especially when the existing system is strong. It should be a special project with special authority.

DECENTRALIZING A PROGRAM

Gordon Fox

The Forest Service is an example of an agency within the USDA which, by nature of the service it renders, is forced to have a decentralized organization. It is, therefore, a good example, also, of how a decentralized program can work in public administration.

A. Forest Service Programs and Functions

1. Administration of the national forests.
 - a. They are administered by geographical areas divided into ranger districts, national forest offices, and regional offices.
2. State and Forestry programs -- the Forest Service matches state funds and provides technical assistance and guidance.
3. It conducts research in forest, range and watershed management and in forest products utilization. These research programs support other programs engaged in by the Service.
4. Rural Job Corp Centers in connection with broad poverty programs.

B. Decentralization is to the lowest point the specialization can be afforded, and to the lowest point where competency can be expected.

1. Only 2-3% of Forest Service employees work on the federal level; remainder are in the field and are employed on the basis of their reliability and competence.
2. Type of decision that is to be made.
3. Timeliness of the decision.
4. Specific factors involved in the situation demanding a decision.

C. Delegation of authority is also limited, mostly by the type of decision to be made.

1. A program that affects other areas.
2. A decision not frequently made.
3. Where a new policy is involved.
4. Where relationship with other organizations is involved.

D. Tools in the decentralization process include:

1. Long range and annual work plans at all levels.
2. Workload analysis giving data on standards and performance.
3. A manual and handbook system including objectives and policies of the agency and the broad procedures and standards to be followed.
4. The right of a man in the field to make a mistake. It is not always enough to have a manual; a training program can usefully supplement the manual and handbook system.

PROBLEM SOLVING CASES

Use of Case Studies or problem solving exercises are designed to help develop a more realistic understanding of sound principles in the field of administration and to give experience in diagnosing and solving concrete problems.

Case Study #1

This case study involved the development of a program. It was divided into two phases:

The first phase involved:

1. Organization of an Extension Service Council.
2. Listing the most important agricultural problems affecting the area chosen by the participants.
3. Selecting the five most important problems and choosing one problem for which to develop a plan for solution.
4. Determining how and by whom this problem is to be solved.

The second phase involved:

1. Writing a project plan for one problem, listing what the project was; where it would take place; when it would start and finish; how the project was to be done; and who was responsible for the different sections of the project.
2. Making a calendar of work.
3. Making monthly and annual reports.
4. Reviewing project plans and results; evaluation.

Case Study #2

This case study involved a problem of organization -- that of the addition of an entirely new function to governmental responsibilities.

The function was to develop and operate a facility for desalinating sea water for multi-purpose use -- agricultural, industrial, domestic. The task was to prepare a recommended administrative organization for the new function.

Consideration was given to such questions as:

1. To whom does the agency head report?
2. Where are decisions made about allocation of water among types of users?
3. Where are decisions made about how much water a farmer gets, how he gets it, how he may be deprived of it?
4. Where are budgetary and personnel decisions made?

Case Study #3

This case study dealt with a problem of personnel staffing -- the addition of a person to share the administrative lead with the Chief of a staff agency. The problem called for an outline and explanation for possible alternative actions; division of responsibilities or duties; and qualifications of the candidates for the position.

Selection of the person from the four candidates was the next step. Justification of the recommendation by the Chief and decision by the Minister constituted the concluding phases.

Case Study #4

This case study dealt with a problem of planning -- that of delaying the rice planting time for a month to escape the blight and permit its eradication. Compliance with the policy was to be carried out by voluntary cooperation. District Officers are responsible for developing a program for implementing the policy. What steps should the District Officer take to implement the new policy, bearing in mind the following factors?

1. Farmers are likely to be reluctant to change traditional planting date.
2. Some crop loss can be expected from late planting.
3. Rice mill owners will perhaps oppose the policy.
4. Farmers depend on using school children for light labor in planting, but the children will be back in school full time if planting is delayed a month.
5. Farmers who ignore the policy and plant early may make a huge profit by having an early harvest, if not affected by the blight.

The Director of the Field Service was faced with a problem in one district where a Field Officer had requested that his district be exempted from the policy changing the planting date for rice. What action should the Director take in terms of the program, and action regarding the Field Officer's transfer, dismissal, or special assistance?

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B. Administration

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2. Administrative Theory
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5. Philosophy and Basic Principles of Management
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C. The Administrative Job

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William E. Lavery
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D. Decision Making

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Daniel E. Griffiths
Chapters 4 and 5
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Clack and Abraham
Pages 45-48
2. Concepts and Issues in Administrative Behavior
Mailick, Sidney and E. H. Van Ness
Prentice Hall, New York
Pages 29-48, 81-93
3. Management Theory and Practice
Ernest Dale
McGraw-Hill
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Joseph P. Loftus
12 pages

E. Administrative Leadership

1. Leadership and Dynamic Group Action
Beal, Bohlen and Raudabaugh
Iowa State University Press
Chapters 3, 4, 8 and 9 (SCAX)
2. Leadership for Action in Rural Communities
Kreitlow, Aiton, Torrence
Interstate Printers, Danville, Illinois
Chapter 5, pages 57-83
3. New Understanding of Leadership
Murray G. Ross and Charles E. Hendsy
Pages 13-35 and 36-59

READING REFERENCE - Continued

4. The Human Side of Enterprise
Douglas McGregor
McGraw-Hill
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5. Leadership and Supervision (mimeo)
Charles Bridgman
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6. Leadership Traits Essential for Good Supervision
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F. Program Development

1. Administrative Action
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Chapter 6, pages 81-99
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4. Essentials of Sound Extension Program Development (mimeo)
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United States Department of Agriculture
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Federal Extension Service
United States Department of Agriculture

G. Organizing

1. Administrative Organization
Pfiffner, J. and Sherwood, F.
Prentice Hall, Inc., New Jersey
Chapter 4
2. Concepts and Issues in Administrative Behavior
Mailick, Sidney and E. H. Van Ness
Prentice Hall
Pages 166-187, 187-201
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5. Implications of Organization Systems (mimeo)
Roberston--1 copy

H. Personnel

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Pigors and Myers
Chapter 1
2. How to Conduct Workshops and Conferences
Beckhead
Pages 6-62
3. Management Training
Soil Conservation Service (pamphlet)
18 pages

I. Direction and Coordination

1. The Successful Supervisor
Van Dersal
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or
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William Van Dersal
2. Management Controls (mimeo)
Anderson
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3. The Techniques of Delegation (mimeo)
Dimock
5 pages
4. The Art of Delegation (mimeo)
Stewart
9 pages
5. Directing the Cooperative Extension Service
Clark and Ralston, University of Wisconsin
Pages 60-88

PARTICIPANTS

LECTURERS

STAFF

COURSE SCHEDULE



Kneeling, left to right: Hutchinson, Ibrism, Aylesworth. Standing, left to right: Asomaning, Yurtsever, Sibyetekerwa, Fiuzat, Dantew, ElSalhy, Aryan, Swan, Afuba, Ford.

PARTICIPANTS

Country	PIO #	Name	Position
Ethiopia	663-61020	Dantew TELAHUN	Assistant Land Reform Administration Ministry of Agriculture
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Iran	Eisenhower Fellow	Yahya FIUZAT	Adviser, General Agricul- tural Education Department Ministry of Education
Jamaica	532-60022	Lancelot E. HUTCHINSON	Assistant Secretary Ministry of Agriculture and Lands
Nigeria	Eisenhower Fellow	Jerome N. AFUBA	Administrative Officer Ministry of Finance & Economic Planning
Turkey	277-50063	Erdogan IBRISIM	Assistant, Vegetable Research Station Ministry of Agriculture
Turkey	277-50063	Necdet YURTSEVER	Chief Engineer Soil & Fertilizer Re- search Institute
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United Arab Republic	263-60027	Anwar N. ARYAN	Director General Administration & Financial Affairs Ministry of Agriculture
United Arab Republic	263-60027	Mohamed M. EL SALHY	Director General, Agricultural Secretariat & Technical Affairs Ministry of Agriculture

STAFF AND LECTURERS

COURSE STAFF:

Gertrude R. Drinker International Agricultural Development Service, USDA	Coordinating Program Specialist
Phillip F. Aylesworth Federal Extension Service, USDA	Technical Leader
Lee M. Swann International Agricultural Programs University of Wisconsin	Participant Advisor
Nancy C. Ford Connecticut College New London, Connecticut	Government Intern

LECTURERS:

Phillip F. Aylesworth Federal Extension Service, USDA	Importance of Public Administration Elements of Administration
Quentin R. Verdier Institute of Governmental Affairs University of Wisconsin	The Administrative Job
John Hunger Institute of Governmental Affairs	Decision Making
Walter Bjoraker Agricultural Extension and Education University of Wisconsin	Administrative Leadership
Burton Kreitlow Agricultural Extension and Education University of Wisconsin	Administrative Leadership
Patrick Boyle Agricultural Extension and Education University of Wisconsin	Planning and Program Development

STAFF AND LECTURERS - Continued

LECTURERS:

TOPIC COVERED:

Alton C. Johnson
School of Commerce
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Assembling and Organizing Resources
Staffing and Personnel Development

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Extension Service, College of Agriculture
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Direction and Coordination

Edwin Palenque
Credit Union National Association,
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Credit Unions

Joseph Rogers
Soil Conservation Service; USDA

Role of the Supervisor

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Cooperative State Research Service, USDA

Administration in Research

John J. Harvey
Federal Extension Service, USDA

Application of the Principles of
Administration to Extension Service

Afif I. Tannous
Foreign Agricultural Service, USDA

Administration Related to Environment

Gordon Fox
Forest Service, USDA

Decentralizing a Program

COURSE SCHEDULE

First Week

Days	9:00-10:30	11:00-12:00	1:30-3:00	3:15-4:30
Monday June 20	(Lecture and Discussion) (a) Introduction to Course (b) Importance of Public Administration	(Reports and Discussion) Administration Related to Environment	(Group Work) (a) Case Study -- "The Village Pump" (b) "Comparative Administrative Environment"	Study of Literature Reference A & B
Tuesday June 21	Elements of Administration	Reports on References	Seminar: Identifying Administrative Objectives & Problems	Reference C
Wednesday June 22	The Administrative Job	Reports on References	Executive Characteristics	Reference D
Thursday June 23	Decision Making in Administration	Reports on References	Seminar: Analyzing Administrative Problems	Reference E
Friday June 24	Administrative Leadership	Reports on References	Exercise - Principles of Leadership	Reference F
Saturday June 25	Reference Reading	Reference Reading	Free Time	Free Time

COURSE SCHEDULESecond Week

Days	9:00-10:30	11:00-12:00	1:30-3:00	3:15-4:30
Monday June 27	(Lecture and Discussion) Planning and Program Development	(Reports and Discussion) Reports on References	(Group Work) Case Study - "Esten- sion Program Cycle"	(Study of Literature) Reference G
Tuesday June 28	Assembling and Organizing Resources	Reports on References	Case Study - "Desalin- ating Sea Water"	Reference H
Wednesday June 29	Staffing and Personnel Development	Reports on References	Case Study - "Job Vacancy"	Reference I
Thursday June 30	Direction and Coordination	Reports on Reference	Case Study - "Dura Planting"	Review
Friday July 1	Oral Quiz - Administrative Development	Quiz Continued	Consultation	Consultation

COURSE SCHEDULE

Third Week

Days	9:00-10:30	11:00-12:00	1:30-3:00	3:15-4:30
Monday July 4	<u>Holiday</u> (Lecture and Discussion)	(Reports and Discussion)	(Lecture and Discussion)	(Reading and Consultation)
Tuesday July 5	Role of the Supervisor	Discussion and Consultation	Administration in Research	Consultation
Wednesday July 6	Application of Principles of Administration in the Extension Service	Discussion and Consultation	Application of Public Administration Consistent with Culture	Consultation
Thursday July 8	Decentralizing a Program	Discussion and Consultation	Consultation	Consultation
Friday July 8	Evaluation and Recommendations	Follow-up	Follow-up continued	

